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ABSTRACT

In Norway, where nearly all education is directed by the state, there are 17 teachers training colleges offering three different courses: a) a 4-year course, b) a 2-year course, and c) a 3-year experimental course. Candidates become certified after successful completion of a written examination in Norwegian and pedagogics and an oral examination in one curricular subject. Additional training is required for teachers of physical education and science and for teachers of the handicapped. In Sweden, the Ministry of Education administers 15 Higher Training Colleges. Candidates study 5 to 6 terms including one term of practical experience. After certification, teachers are required to complete 5 days of additional training per year. In Denmark, responsibility for the 29 teacher preparation institutions rests with the Directorate of Teacher Training under the supervision of the Ministry of Education. During the three and one-half to four-years course, candidates study the fundamental core subjects of the Folkeskolen (grades 1-7), pedagogics, contemporary orientation, and civics. (HMD)

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TEACHER TRAINING IN SCANDINAVIA

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During the month of October, 1970, it was my privilege to spend a month in Scandinavia studying the methods of teacher training used in Norway, Denmark, and Sweden, and visiting some of the teacher training institutions. Without exception, in each country the greatest cooperation and courteous treatment possible was afforded me by everyone who aided me in my study, and it was a most rewarding experience in every respect.

In Norway nearly all education is directed by the State and is free for pupils at all levels. The institutions for higher learning, such as teacher training colleges, are administered by the State. Regulations for the education of teachers have been established by law, and these requirements must be adhered in all training institutions. The Ministry of Education has established definite guide lines to insure uniform school standards which fit in well with the democratic ideal of equal opportunity for all. In a recent year over 85% of the students at the teacher training colleges were granted loans at very reasonable rates through the State's bank for student loans. In addition, about 25% of the students at the centers of academic learning received scholarships from the State. There are seventeen teacher training colleges in Norway at present, but facilities for all the young people who want a higher education are limited. Therefore, competition is keen and many qualified applicants each year are unable to pursue their education.

Entrance to the teachers' colleges is based on a system of points gained in a matriculation examination. Additional points are allowed for special training in subjects of importance in the training college and for previous teaching experience. This examination for the four year course includes both a written and oral section. The students must have reached the age of seventeen before the middle of the year in which they apply, and the first year is probationary. The final written examination covers arithmetic and geometry, Norwegian and pedagogics.

The two year teacher training course usually has a general side and an English side, and an experimental three year course is in progress which includes training in teaching the mentally retarded children. Again students are accepted on results from the matriculation examination or the equivalent from a gymnas, or higher secondary grammar school. This gymnas usually is a three-year school that follows a nine-year school course. Pupils from all "lines" of the gymnas are acceptable on the two-year general side and on the three-year experimental side, but for the two-year course of the English side, the matriculation examination of the English line is required. Applicants for the two-year course must be 19 before the middle of the calendar year in which they apply and 18 for the three-year experimental side.

The written portion of the matriculation examination is taken simultaneously at all schools in the country, usually in May, and the oral portion is given in June. The final evaluation of all the written examinations is identical for all the candidates in the country, so that there is great competition

for places in the teacher training colleges.

At the conclusion of the training for both the two and four-year courses, written examinations in Norwegian and pedagogics with the same requirements are given. On the English side, two papers in English also are required. In addition, an oral examination in at least one subject is required, and on the English side there may be two. Those who successfully complete the course receive a diploma and are called laerar (teacher).

Upon completion of the courses, the teachers are qualified to teach in the primary school, and the two-year English side also prepares teachers of English in the primary and continuation schools. Additional training, required for such courses as education of handicapped or retarded children, handwork, physical education, domestic science and home management, etc., may be obtained at special training colleges or through special qualifying courses at a university.

WEEKLY TIME-TABLE FOR TEACHERS' TRAINING COLLEGES
2-YEAR COURSE

Subject.	1. yr.	2. yr.	Total	Reserved for days of independent study	
				1. yr.	2. yr.
Religion	4	4	8	1	1
Norwegian	3	3	6	1	1
Civics	—	2	2		
Natural science:					
Physics and chemistry	3	—	3	1	
Biology	—	3	3		
Mathematics	1	—	1		
Music:					
Music, theory, singing	2	3	5		
Playing	1	1	2		
Voice production	1	—	1		
Art:					
Drawing	4	3	7		
Handicrafts	3	3	6		
Writing	1	—	1		
Physical training	4	4	8		
Pedagogical subjects:					
Pedagogics	6	6	12	2	2
Methodology	—	2	2		
Teaching practice*)	4				
Totals	37	34		5	4

*) 5—6 weeks during the second year.

1. Hove, Olav, The System of Education in Norway, the Royal Norwegian Ministry of Church and Education and Johan Grundt Tanum Forlag, Oslo 1968, p. 104, 105

WEEKLY TIME-TABLE FOR TEACHERS' TRAINING COLLEGES — 4-YEAR COURSE

Subject:	1. yr.	2. yr.	3. yr.	4. yr.	Total	Reserved for days of independent study			
						2. yr.	3. yr.	4. yr.	
Religion	2	3	2	3	10	1		1	
Norwegian	6	6	5	5	22	1	1	1	
English	5	5	—	—	10	1			
Geography	5	—	—	—	5	—	—	—	
History and civics	—	4	5	—	9	—	1	—	
Natural science:									
Physics and chemistry	4	4			8	1			
Biology			4	4	8			1	
Mathematics	3	4	4		11		1		
Music:									
Music theory, singing	2	2	1	2	7				
Playing	1	1			2				
Voice production		1	1		1				
Art:									
Drawing	2	2	2	2	8				
Handicrafts	2	2	2	2	8				
Writing	1				1				
Physical training	4	3	3	4	14				
Pedagogical subjects:									
Pedagogics	—	—	5	5	10		2	2	
Methodology	—	—	—	3					
Teaching peactice*)	—	—	4	—					
Totals	37	37	37	30		4	5	5	

*) 5—6 weeks during the fourth year

In Norway the church, the schools, higher education and cultural matters have generally continued to be the concern of the Ministry of Church and Education for one hundred and fifty years. Therefore, courses in Religion are required at the teacher training colleges. A State Council for Teacher Training was provided for by law in 1962, and this council assists the Ministry of Church and Education by submitting proposals for curricula; examining textbooks for possible adoption; advising on the appointment of headmasters; inspection of schools; and advising on matters concerning training requirements and recognized qualifications for the teaching profession as well as being responsible for examination papers for both entering and terminal students; and appointing examiners.

In Sweden the Ministry of Education and Cultural Affairs administers the educational system through a National Board of Education, which in turn assigns closer supervision to County Boards of Education and to local school boards. Again, as in Norway, beginning with the academic year 1970/1971, a new curriculum has been provided for the Swedish compulsory comprehensive school introduced in 1962, which includes the Junior Level, grades 1-3; Middle Level, grades 4-6; and the Senior Level, grades 7-9. It is important also to remember that throughout Scandinavia, children begin formal school at the age of 7 rather than at 6 as in the United States, and in Sweden, continue through the year they have their sixteenth birthday. During the first six grades most subjects are taught by a homeroom teacher and all students study the same

subjects for the same number of periods per week. The concern of this paper is the preparation of teachers for the first six grades of this particular school, who are designated as class teachers. This includes the teachers for the Infants' School (i.e. Grades 1-3) and for the Primary school (i.e. Grades 4-6).

Teachers in the primary school and infants' school receive their entire training at one of the six major Higher Training Colleges in Sweden or at one of the nine smaller Higher Training Colleges. Matriculation at the Training College is dependent upon completion of a course at a continuation school, a two-year school that follows the compulsory nine-year school. Therefore, a student probably would be about eighteen years of age by the time he completed a continuation school. The teacher training course itself lasts for six terms for primary school teachers and five terms for infants' school teachers. In both cases, the term next to the last one is devoted to practical teaching within a local educational system, closely akin to student teaching as we know it in the United States. Furthermore, the student studies in specific subject areas, pedagogics and methods. Teachers of domestic science, handicrafts, art, physical education, and music in the Comprehensive School are called Övningslärare, and receive their training at specialized colleges in their subject areas. Övningslärare in music, art, and physical education receive about 150 Swedish crowns more per month than classroom teachers and Övningslärare in domestic science and handicraft receive around 250 Swedish crowns less. And a primary school teacher

is paid nearly 500 crowns more per month than an Infants' school teacher.

After a teacher has completed the regular teacher training, it is possible for such a person to undergo a period of training lasting from one to three terms to become a special teacher, i.e. a teacher of handicapped pupils. This training is given at the Higher Training Colleges and at three Institutes of Vocational Pedagogics. The salaries of such teachers is around 300 Swedish crowns more per month than the salaries of regular classroom teachers.

In Sweden great stress is placed upon the importance for continued training of teachers and other school officers. This includes both additional training in pedagogical skill and mastery of subject matter, and such training can be secured at the six Teacher Training Universities. Five study days per year are also compulsory for all teachers, and these can be used as a week long course or they might be distributed over the whole school year. These days are very similar to workshops for teachers which are used widely in the united States. In Sweden these days can be used for discussion groups, listening to experts or educational visits and attendance at demonstration lessons.

Education in Denmark is under the direction of the Ministry of Education, and through its Directorate for Teacher Training Colleges all supervision of such colleges is done, examination papers are worked out and the teachers are appointed for the State colleges. A teacher Training Council, consisting of representatives from the headmasters of Teacher Training Colleges, teachers and students, has been appointed to advise the Minister of Education in matters pertaining to teacher training. It is

an advisory council but the Ministry refers many matters of importance for all colleges to it. Again as in the other Scandinavian countries, the training of teachers for the Primary and Lower Secondary School (Folkeskolen) takes place at special institutions rather than at the university level. Too, there is a preference for small Teacher Training Colleges and presently there are 29 such colleges called Seminarier, each with from 300-8000 students and one college for training teachers for the lower forms (grades) of the Folkeskole. These schools are financed either totally by the state or partly by public and private funds. The administration is in the hands of a Rektor (Principal) assisted by the Laeraerrod (Teachers' Council). The personal contact between teacher and student and between students is considered valuable and desirable. A total of ten of the Colleges are State colleges and the rest are private but are subsidized by the State. Tuition is free at State colleges while a small tuition fee, which may be reduced substantially by State grants, is charged at the private colleges. The State also provides scholarships and interest-free loans according to the financial means of the student.

The teacher training colleges are co-educational, and in the past, the majority of the students were male. Since 1964 however, female students seem to be equalizing the gap. In Denmark the principle of maintaining a certain uniformity in the professional qualifications of all teachers in the Primary and Lower Secondary School (Folkeskolen) has been adhered to, regardless of whether the candidate would be teaching in a

village school or in a municipal school and whether they were to teach in lower grades or higher grades. Entrance to the Teacher Training Colleges again is dependent upon passing the Higher Preparatory Examination (after having attended a two-year course or having been privately tutored) or passing the Higher Secondary School Leaving Examination (Studentereksamen). The two-year course follows the seven years in the Folkeskolen, so the candidate would be around 18 years of age. The training course itself lasts 3 1/2 to 4 years and the teacher is expected to be qualified to teach all subjects in all grades of the Primary and Lower Secondary School. Therefore, all students are required to study the four subjects considered fundamental to the Primary School: Danish, Writing, Numbers, and Religious Knowledge. Religious Knowledge is required in the Danish Folkeskole, but children whose parents are not members of the official Church of Denmark may, on request from parents, be exempted from the study and a teacher for the same reason may be excused from teaching religion.

The curriculum of teacher training colleges consists of the following:

1. Pedagogical subjects:

   Educational Theory, Psychology, Teaching Methods and Teaching Practice (usually designated as student teaching in the United States) as well as a special field of study, one of the following subjects:

   a. Teaching in the higher forms of the Folkeskole

   b. Special instruction for the handicapped

2. The core subjects of the Folkeskole

   Danish (knowledge of Norwegian and Swedish), Writing, Numbers and Religious Knowledge

3. Three of the following subjects:

   Creative activities, Singing/Music, Physical Education and Needlework

4. Contemporary Orientation and Civics

5. Supplementary studies in two subjects taught in the Folkeskole

6. Supplementary courses

Teaching practice is obtained in a training school of which at least one is attached to each Teacher Training College. Student teachers are grouped in two's or three's and left in the charge of an experienced teacher for their student teaching experience. These training schools correspond closely to the laboratory schools connected with many American colleges and universities. Short courses are offered in pedagogical topics and Audio-Visual aids, etc.

At the conclusion of the teacher training period, the teacher takes an examination in all subjects of the curriculum and is given a certificate which shows the marks obtained in each individual subject. The only exception is Teaching Practice in which an evaluation of the applicant's aptitude and skill in teaching children is made and no grade is assigned.

Advanced study for teachers in the Folkeskole may be obtained at the Danmarks Laererhojskole (Royal Danish College of Education), except for Physical Education which is given at Danmarks Gymnastikhojskole (State College of Physical Education).

It was my privilege to visit and observe in teacher training colleges in the various countries, and many similarities between our methods of training elementary teachers and theirs were noted. It was interesting to hear from one of their headmasters that the Scandinavian students are asking for more freedom of choice in selection of subjects to be studied as are the students in the United States, and consequently, more leeway is being granted.